

# ARMY INFORMATION DIGEST

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#### SUPERINTENDENT

MAJOR GENERAL MAXWELL D. TAYLOR, Superintendent of the United States Military Academy, was graduated from the Academy in 1922, and was commissioned in the Corps of Engineers. He transferred to Field Artillery in 1926, and in 1928 returned to West Point to instruct in the Department of Modern Languages. After his graduation from the Command and General Staff School, he spent four years in Japan on a language and inspection mission. He was graduated from the Army War College in 1940, and in 1942 was promoted to Brigadier General and named Artillery Commander of the 82nd Airborne Division. He fought with this division through Africa, Sicily, and Italy. For his infiltration through enemy lines to arrange the Italian surrender of Marshal Badoglio, he was awarded the Silver Star. Prior to the Normandy invasion in 1944, he commanded the 101st Airborne Division, which he led until the time of his appointment as Superintendent of the United States Military Academy in September 1945.

# WEST POINT TRAINS FOR THE NEW ARMY

*By*

MAJOR GENERAL MAXWELL D. TAYLOR

*Superintendent, United States Military Academy*

SINCE the close of World War II, the authorities at the Military Academy have engaged in a reappraisal of the West Point program, aimed at checking current methods against the requirements of postwar training. The outcome of this study has been a progressive readjustment of the curriculum which we hope will fit the Academy better to discharge its historic mission within the structure of our national defense.

The mission, assigned by the War Department, is clear-cut and allows unity of effort in a single direction. It is to instruct and train the Corps of Cadets during the four-year course of study so that each graduate shall have the qualities and attributes essential to his progressive and continued development throughout a lifetime career as an officer of the Regular Army. It is further specified that the courses of instruction and training will be designed to develop character and the personal attributes essential to an officer, to give a balanced and liberal education in the Arts and Sciences, and to provide a broad, basic military education rather than individual proficiency in the technical duties of junior officers of the various arms. The latter is, of necessity, a gradual development, the responsibility for which devolves upon the graduates themselves, and upon the Service Schools to which they are assigned after being commissioned.

The foregoing mission contains the essential points of the West Point system of education. It prescribes four years of education at the undergraduate level, with emphasis upon the

development of character during the formative period of a cadet's life. It insists upon basic military training requisite to all phases of Army activities without specialization in any particular field. The Academy authorities have, in addition, read into the mission the implicit requirement of physical training as an essential adjunct to the mental and moral qualities which the curriculum is designed to develop.

Under the direction of the Superintendent, the War Department mission is broken down and allocated to various agencies within the Military Academy. The academic course is the responsibility of the academic departments headed by the Dean, a brigadier general. Basic military instruction falls to the Commandant of Cadets; and, under him, the physical education program is administered by the Master of the Sword. Character training is the responsibility of every individual and department at West Point, although the Department of Tactics plays a major part in developing discipline, habits of orderliness, and a sense of duty in the Corps of Cadets. To an increasing degree, the latter disciplines itself, particularly through the self-imposed Honor System which becomes more deeply entrenched with the years.

As the era in which we are living is a time calling for a reappraisal of values in many fields, and because of unique obligations of the United States Military Academy to provide public servants capable of service both in peace and in war, we have felt deeply the urge for self-criticism and the re-evaluation of our educational plans. The work of preparing for the first postwar curriculum at West Point was begun by my predecessor, Major General Francis B. Wilby, and the Academic Board as early as 1943, and was approved by the War Department in late 1945. We now have the basis for an orderly program, retaining the lessons of past experience and providing for expansion in the fields of learning made important by the war and the implications of the peace.

Thus the present curriculum, like that of most colleges, is an historical development. In the early part of the last century, West Point was the outstanding engineering school of the country with a curriculum pointed directly at qualifying engineers for military and civil purposes. As the technical schools of the country developed, the requirement for this specialization tended to disappear, but the curriculum continued to adhere to its original form. It was not until the period between World Wars I and II that the social sciences

developed into important majors of the course. In recent years there has been a definite trend away from the rigid scientific-mathematical training of former times to a course quite similar to that required for the degree of Bachelor of Science in the leading colleges of the country.

It is interesting to note some of the principal differences between the new curriculum at West Point and that which preceded the war. Although retaining a strong mathematical-scientific character, the new program devotes about 40 per cent of a cadet's academic time to social studies and the humanities. The principal expansions in the latter field are found in the Department of Economics, Government, and History and in the course of Military History. The latter now occupies a particularly important position in the First-Class year where it is an instrument for impressing the principles of leadership upon the First Class. On the scientific side, there is considerable expansion in the instruction of electronics and communications in the course of Electricity. Atomic energy receives a general treatment in the Department of Physics. Finally, there is a



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Cadets line up for roll call before Academic Building.

revised concept of aviation training. Instead of dividing the corps into air and ground cadets, as was done during the war, with the former following a modified academic course to permit their pilot qualification prior to graduation, all cadets henceforth will receive a broad orientation in aviation without specialization to the point of obtaining wings. This is a most happy reversion to the fundamental principle that the Academy does not try to make specialists for any one arm of the service, but rather gives a broad foundation of culture applicable to all.

Recently a course in Applied Military Psychology has been initiated, using time formerly allotted the Department of Tactics. It is felt that this course, properly conducted, will provide the general psychological principles upon which to base effective instruction in leadership. The latter instruction has heretofore comprised a series of leadership lectures by distinguished military leaders, a course in Military Art and Great Leaders, and a lecture series in the conduct of small units—all three elements coordinated under the directorship of the Commandant of Cadets. Thus the course in Psychology provides the theoretical base upon which to erect the sub-courses already in existence.

Considering the whole of the West Point program, we find a distinct trend towards an increase in the social sciences in keeping with the added importance of a knowledge of economics, geography, and international relations among graduates of this institution. The tendency toward military specialization in the arms and services resulting from wartime requirements has been reversed, and the traditional policy of giving a basic military education without specialization has been restored. The physical training program is being carried on with uninterrupted energy.

Apart from these changes, the Military Academy remains devoted to the development of character in the Corps of Cadets as its primary concern, feeling that all graduates must be thoroughly indoctrinated with the ideals of honor, integrity, and leadership which we believe are the hallmarks of West Point. Whatever the lessons learned from the past war, there has been no voice raised to suggest a change in the fundamental purpose of West Point which was so well described by former Secretary of War Baker: "The purpose of West Point, therefore, is not to act as a glorified drill sergeant but to lay the foundations upon which a career in growth of military knowl-

edge can be based and to accompany it by two indispensable additions; first, such a general education as educated men find necessary for intelligent intercourse with one another; and second, the inculcation of a set of virtues, admirable always, but indispensable in a soldier. Men may be inexact or even untruthful in ordinary matters and suffer as a consequence only the disesteem of their associates or the inconvenience of unfavorable litigation; but the inexact or untruthful soldier trifles with the lives of fellow men and with the honor of his Government, and it is therefore no matter of pride but rather a stern disciplinary necessity that makes West Point require of her students a character of trustworthiness that knows no evasions."

West Point is a consecrated spot, consecrated to service of the Country. The cadet lives in an atmosphere of respect for honorable dealing and clean thinking. Let us hope that we can continue to give to these young men whom we rear the strength to serve the Nation in peace and in war, together with that steadfastness of purpose which is required of leaders in the stern test of crisis.



Official U. S. Army Signal Corps Photo

United States Military Academy cadets in drawing class.

**A STRONG AMERICA  
IS A  
PEACEFUL AMERICA**



**ARMY WEEK-APRIL 6-12**

# ONE AGAINST THE JAPS

*By*

**LT. COL. DONALD D. BLACKBURN**

**I**N AN ARMY of a thousand abbreviations, USAFIP, NL, certainly is not one of the most familiar. Yet I was proud to be a member of that organization from its founding; and I probably learned more there, the hard way, than I would have learned in ten years of normal military service.

When General MacArthur's headquarters approved by radio, in March 1943, the establishment of the United States Army Forces in the Philippines, Northern Luzon, there were perhaps 100 of us Americans at large in that area. Four of us, the only survivors of the 11th Division to escape to northern Luzon when Bataan fell, had joined forces briefly in September 1942 for our first offensive action of the war. We had moved into a sawmill and were setting up communications headquarters when a strong force of Japs scattered us.

Following General MacArthur's authorization, two of my comrades of the 11th Division, Lieutenant Colonels Martin Moses and Arthur Noble, took command of the newly designated USAFIP, NL. Its objectives included the organization and training of a fighting force that could go into action when the Americans landed; the collection and transmission of intelligence information; and the dissemination of radio information and propaganda among the people.

When the Japs launched an intensive drive to mop up the remaining Americans in northern Luzon, Moses and Noble were among those captured; and we later learned that they were severely tortured and finally executed. Only eight of us escaped.

In June 1943, Major Russell W. Volckmann, the senior remaining officer, also an 11th Division survivor, took command,

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*LT. COL. DONALD D. BLACKBURN is Assistant Chief of Staff, G-2, Military District of Washington.*

and immediately began reorganizing remnants of the resistance forces. He divided northern Luzon into seven districts, with an American officer in command of all but one. The first move was an intensive campaign against spies and informers who would report to the Japs any attempts to organize a guerilla unit. The many independent bands in the area were consolidated under the district commanders. Friction between bands was eliminated; municipal and provincial officials were brought under control or replaced by our supporters; camps were constructed; and a rigid training program was begun. Communications were established between the District commanders, and weekly reports were traded, by runner.

I had the Fourth and Seventh Districts, comprising the province of Cagayan and four sub-provinces of the Mountain Province. In August 1944, Volckmann ordered me to expand my one battalion into the 11th Infantry Regiment, Philippine Army, and, as rapidly as possible, to gain control of my entire area. By November, the regiment was firmly established throughout the area, except for a portion east of the Cagayan River. We were still fighting for that when the Americans landed at Lingayen Gulf on 9 January 1945.

Rapid expansion and organization had its problems. As always, there was a dearth of capable leaders. Lack of medical supplies was a serious handicap, since we were in bad malarial areas previously avoided. Procurement of food, arms, ammunition, and equipment was difficult. Soldier and civilian morale was hard to maintain, since even having knowledge of anyone aiding or joining a guerilla movement brought terror and death. Spies and informers had to be dealt with; training had to be continuous; and good communications were essential to the control of units scattered over such a large area.

Although we had never heard of civil affairs or military government, civil governments had to be reorganized and administered as fast as Japs were forced out of an area. Schools were reopened, and the country scoured for books and teachers. Inflation necessitated the establishment of price controls.

To develop leaders, the time-tested trial and error method was largely used. When the battalion was expanded, all non-commissioned officers were made acting officers. Those who proved themselves were commissioned. Potential leaders who cropped up among the recruits were given every opportunity to earn a commission.

Discipline had to be rigid, so that the men would not take advantage of their military status and exploit the civil population. Instances of brutality were not uncommon, as well as rape and murder. Discipline of the civilians had to be firm, also. We were too vulnerable to be lenient; and the area was full of doubtful persons. Small-time Quislings constantly tried to win the people over to the strong Japanese propaganda campaign. To fight this, every man and woman in the area was organized into the "Bolomen," or the Women's Auxiliary Service, with a unit in every town and village, under trusted civilian leaders.

Malaria incidence ran as high as 60 per cent in our forces. Our small supply of quinine was far from sufficient; so we developed a native remedy, on a mass production basis. The natives brewed a "tea" by boiling the bark of a *dalapaoan* tree, but the results were inconsistent. By experimenting with bark in powdered form, we discovered that a dose of four tablespoons a day would put a man on his feet in about ten days. Probably the extreme bitterness of the medicine helped speed the recovery. It worked quite well until shipments of atabrine arrived by submarine.

Doctors and nurses with the regiment were recruited from the civil population. Eventually there were two hospital companies equipped for surgery, with six Filipino doctors and nurses each, and a regimental medical company. Portable units were kept ready to move into any combat area. All the facilities served both soldiers and civilians.

Procurement of food was a terrific problem. At first, when all the camps were built in the most remote areas of the mountains, the head man of the area was held responsible for getting food to the camp. The people were assessed according to what they could afford, getting United States Army receipts signed by me. Later, when towns were occupied and civil governments established, a food administrator was charged with procurement for nearby units. He would send monthly statements to the regimental S-4, with duplicates of all receipts he had given, to substantiate later claims for reimbursement.

Arms, ammunition, and equipment were picked up frequently from many sources. The Philippine Army dropped a lot when it retreated to Bataan; and there were a few pre-war supply caches in northern Luzon. Civilians had an amazing amount

of small arms and ammunition, which was turned over to us. Two raids on Japanese supply dumps provided enough arms for several companies; and a limited supply was received from two submarines that landed prior to D-Day.

That we succeeded was due to the splendid communications net that was established. At first, only runners were used, with message centers spaced at four to six hours' distance. Direct routes connected battalions to the regiment; and companies kept runners at the message center nearest them. The regiment was connected to higher headquarters by the same means.

Later, a signal company was organized and ultimately laid over 200 miles of telephone lines, using barbed wire, bottles and strips of old tires for insulators, and storage batteries and commercial receivers from the municipalities. Once this system connected all battalions with the regiment, it was a simple matter to assemble enough troops at a trouble spot in time to avert a defeat. A week before D-Day on Luzon, we received our first radio transmitter. Meanwhile, we had captured trucks, gasoline and two outboard motors, which supplemented the other means of communication.

The engineer company was rightfully proud of an 80-kilometer road it built across two mountain ranges in 100 days. A captured sawmill provided enough lumber to bridge all but two rivers along the north coast. Later, two 4000-foot airstrips, one of them stone-surfaced, and five cub strips were constructed.

Morale is always a difficult problem in a guerilla situation. The Igorot soldiers generally were satisfied with an occasional fiesta and dance contest; and enjoyed volleyball and other sports which we taught them. In the lowlands, the problem was tougher. There the people wanted modern dancing and parties; they liked reading; and, as devout Catholics, they required a chaplain. Occasional dances, fiestas, and fairs were arranged in non-critical towns; and modest circulating libraries were set up. The Women's Auxiliary Service helped in all "special services" matters, and contributed to morale by rolling cigars and cigarettes and making clothes, when cloth was available.

From the beginning, we had an efficient fifth column in the Filipino Bureau of Constabulary units which the Japs organized. As fast as we entered an area, the local unit commander was contacted to ascertain "which flag he was flying." Most of them were on our side and wanted to join the regiment;

but I kept them in the villages as spies; and they paid huge dividends. They smuggled arms and supplies to us. They guided Jap patrols away from our units. As clerks and interpreters in Japanese headquarters, they made extra copies of all Jap reports for me.

Tactically, we laid pretty low until after the Leyte landing in October 1944; but from then until D-Day on Luzon we fought constantly to maintain our position in Cagayan. After the landing, we really opened up, ambushing patrols and troop movements, raiding garrisons and outposts, destroying dumps, blowing up roads and bridges, and raising hell in general. Between the Lingayen landing and VJ Day, the regiment killed more than 15,000 Japs. The collection of intelligence information and forwarding of daily reports to higher headquarters continued to be a primary mission.

I was fortunate in my regimental staff. There was only one other American in the outfit, a former miner who became my general assistant. He had no military background, but he knew how to handle men. Eventually he was assigned as a battalion commander and did a magnificent job. My executive, a Filipino who had graduated from Annapolis and later from the Coast Artillery School, had commanded a coast artillery regiment on Corregidor. The S-1 had administrative experience in the Philippine Constabulary. The S-2 was a former newspaperman in Manila; he not only did a fine job on intelligence problems but also became the Tom Paine of the north country, writing and distributing stirring pamphlets which helped our cause greatly. The S-3 was a graduate of the Philippine Military Academy, and an excellent staff officer. The S-4 was an American-Filipino *mestizo* and most efficient; and the S-5, who handled civil affairs, was a Philippine Army major.

As for me, I was in law school when I was called to active duty as an ROTC lieutenant in 1940. After a communications course at Fort Benning, Ga., and nine months as a communications officer, I was shipped to the Philippines in October 1941. I was on detached service as instructor with a battalion of the 11th Division, Philippine Army, when we were overrun by the invading Japs. I escaped and rejoined the 11th Division near Manila, going to Bataan as division signal officer.

It was a strange triple status for a former law student: a hunted fugitive, but "governor" of a million people in the enemy's territory, and commander of a regiment of troops which denied the area to the conquerors for nearly a year.

*Legislation and the New Army:*

# HOW ARMED SERVICES COMMITTEES FUNCTION

*By*

COLONEL KILBOURNE JOHNSTON

UNDER the Legislative Reorganization Act of 1946, the standing committees of Congress were streamlined from 81 to 34. The Naval Affairs Committee and the Military Affairs Committee in each house of Congress were combined into a Committee on Armed Services. The intent was to simplify the cumbersome committee system of the past and provide a faster, more efficient system for handling legislation. In the Armed Services Committees, this intent has been admirably carried out.

Even after combining the Army and Navy committees into one committee in each house, it was still possible that subcommittees would be set up for Army, Navy, and Air, since internal organization is a prerogative of the committee. This could have defeated the very purpose of combining the committees. Instead, the Chairman of the House Committee on Armed Services, Congressman W. G. Andrews of New York, organized his group into 12 *functional* subcommittees. One subcommittee, for example, is on Personnel. Any bill on manpower or personnel management, concerning officers, enlisted or civilian personnel of the Navy or War Departments, Army, Navy, Marine Corps, Air Forces, or their civilian components, will be considered by this subcommittee.

Particularly important is the principle that proposed legislation for one of the services must be fully coordinated with similar existing or proposed legislation in the other services.

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This will not only tend to prevent inequities or overlapping among the services, it will also give Congress an integrated picture of the overall national security program.

The Senate Committee on Armed Services, because of its small membership, is not divided into a fixed subcommittee system; but here, also, the Chairman, Senator Chan Gurney of South Dakota, has directed that legislation concerning one service will not be considered until it has been completely coordinated with proposed legislation of the others.

A good example of the way the system works is the legislation recently introduced to set up a permanent nurse corps in the Army and a similar corps in the Navy. Each service prepared its bill to accomplish this; but knowing the desires of the Armed Services Committees in Congress, they coordinated the bills carefully at every stage. When hearings were held before the House Committee, the chairman directed that the bills be considered simultaneously and that witnesses from the War and Navy Departments appear together, sitting at the same table. The two bills were coordinated so completely that it was possible to combine them into a single measure, which was reported out by unanimous vote of the committee. This radical departure bodes well for the future.

All other military legislation undoubtedly will be co-ordinated in the same manner by the House and Senate committees. If major differences show up between bills on the same subject, the Army and the Navy probably will be directed to iron out these differences before resubmitting the bills. It doubtless will become routine policy for Army and Navy witnesses to appear together at hearings on such bills. Where measures affect the Organized Reserve Corps and the National Guard, witnesses from those components can expect to be called at the same time as War Department representatives.

The functional subcommittees of the House Committee on Armed Services, as described in a House publication, are:

- (1) *Personnel.* Manpower matters, including requirements, authorized strengths; allocation of critical specialists; procurement; discharge and retirement policies; and related matters.
- (2) *Education and Training.* Education and training systems, policies, methods, and procedures within the services and their civilian components; their academies and other schools; their information and indoctrination programs, and related subjects.
- (3) *Organization and Mobilization.* Overall organization

and plans for national security, including military and industrial mobilization plans; coordination with foreign, economic, and intelligence policies; civil defense; stockpiles of strategic materials; and similar subjects.

(4) *Heavy Munitions.* Procurement and production of heavy industrial munitions for all the services, which require extraordinary tooling-up of industry and large quantities of strategic materials (but not including aircraft or other heavy industrial production peculiar to aerial operations).

(5) *Air Materiel.* Procurement and production of materiel peculiar to aerial operations.

(6) *Procurement and Supply.* Requirements and allocations of munitions, materials, supplies, and production facilities among the armed services; procurement and production of munitions, equipment, and supplies (other than heavy munitions and materiel peculiar to aerial operations); and distribution, maintenance, repair, and salvage of all materiel (including heavy munitions and air materiel).

(7) *Scientific Research and Development.* Matters concerned with maintenance of supremacy in research and the development of scientific warfare, including nuclear physics and atomic warfare, guided missiles, and other fields.

(8) *Posts and Stations.* Posts, camps, stations, bases, and similar installations; facilities and services, including communications and transportation systems; engineering and construction; administration of real estate; other logistical, technical, and supply services (except hospitalization, sanitation, and health).

(9) *Hospitalization, Health (Medical Corps).* Medical matters, including hospitalization, evacuation, sanitation, and related matters.

(10) *Pay, Administration.* Personnel, financial, and clerical administration not included under the Subcommittee on Personnel, including promotion, allowances, retired pay, and classification.

(11) *Legal.* Investigations not assigned to other subcommittees; planning of investigatory activities of the Committee as a whole; legal business of the Committee; proposals for the reform of military and naval justice.

(12) *Plans, Organization, and Policy of the Committee on Armed Services.* A steering, executive, and policy subcommittee for the Committee as a whole. Considers matters involving awards, decorations, and monuments.

*Legislation and the New Army:*

# OFFICER PROMOTION AND ELIMINATION

*By*

BRIGADIER GENERAL JOHN E. DAHLQUIST

**A**BILL of far reaching significance to Army officers has been introduced in the 80th Congress under the title: The Officer Personnel Act of 1947. This bill represents the War Department's recommendations for the solution of a number of current personnel problems, including particularly the promotion and elimination of Regular Army officers.

The proposed bill provides that officers will be considered for promotion to captain, major, and lieutenant colonel, respectively, after completion of 7, 14, and 21 years of commissioned or constructive service. At present, 10, 17, and 23 years of service are required for promotion to these grades. Based on constructive service under the integration program (the number of years by which his age exceeds 25), a qualified officer would become a captain at age 32, a major at 39, and a lieutenant colonel at 46. Promotions to colonel and above will be on a basis of selection alone, and only as vacancies occur.

Promotion to first lieutenant will be automatic with three years of commissioned or constructive service, if the officer is fully qualified. If he is not, his commission will be revoked and he will be discharged from the service under the "probationary" provisions of existing law.

In addition, the proposed bill empowers the Secretary of War to make initial promotions, from the promotion lists, of as many officers as he considers necessary to fill shortages in the grades of lieutenant colonel, major, and captain. These

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shortages exist as a result of the greatly increased Regular Army officer strength authorized by the 79th Congress; and appointments to fill the vacancies are to be made on 1 July 1948, or at the earliest practicable time thereafter. Age or length of service will not prevent an officer's promotion under this particular policy.

This plan takes the most practical action to meet the difficult situation provided by a surplus of young Regular Army officers and a shortage of older officers. It is a realistic solution, which recognizes that young men have proved themselves capable of holding positions of high responsibility.

The proposed bill provides that promotions to the permanent grade of captain, major, and lieutenant colonel be continued under existing law until 31 December 1947, in order to allow the completion of the present integration. For the following six months, promotions to those permanent grades will be suspended. Then, on or about 1 July 1948, initial promotions to fill shortages will be made. Immediately thereafter, all qualified officers not appointed in higher permanent grades under this plan, who have completed 7, 14, or 21 years of service by 30 June 1948, will be promoted to captain, major, and lieutenant colonel, respectively.

In making initial promotions, the Secretary of War may either (1) direct a selection board (see below) to consider officers in the order of their seniority on the promotion list concerned, until a specified number of recommended officers are obtained for each grade, or (2) furnish to a selection board a list of the officers to be considered for promotion to the grade concerned, and direct the board to select and recommend from among those listed a specified number for promotion. Separate lists including the senior officer not previously selected for promotion and the names of such additional officers below him as the Secretary of War may prescribe, will be submitted for the grades of captain, major, and lieutenant colonel.

The Secretary of War will be authorized to make promotions whenever necessary to fill vacancies, regardless of whether or not the officers being promoted have completed a specified number of years of service. This is a key feature of the new plan, since it enables the Army to fill shortages in any grade, when they occur, without being forced to wait until sufficient officers below that grade have accumulated enough service to make them eligible for promotion.

The proposed bill puts the permanent promotion system on

a combined basis of seniority and selection. This will be accomplished by means of selection boards of not less than five members, all of whom are Regular Army officers with permanent or temporary grade of colonel or above, and all senior in permanent or temporary rank to officers they will consider.

These boards, appointed by the Secretary of War, will function for promotion to all ranks above that of first lieutenant. Promotion to the grades of colonel and above will be entirely by selection. One of the most significant features of the bill is the provision for "forced attrition" in the ranks of lieutenant colonel, colonel, brigadier general, and major general. Under this plan lieutenant colonels will be retired upon completion of 28 years of service, colonels and brigadier generals will be retired after five years in grade or after 30 years of service, whichever date is later, unless they are on the recommended list for promotion. Major generals will be retired after five years in grade or after 35 years of service. This means that attrition at the top will be constant and will provide to younger officers continuing opportunities for promotion.

For promotion to the ranks of captain, major, and lieutenant colonel, the boards will consider permanent first lieutenants, captains, and majors well in advance of the date when they complete 7, 14, and 21 years of service, respectively. Thus, those officers recommended by the board may be promoted promptly when they complete the required years of service, actual or constructive.

Again, however, the Secretary of War is empowered to direct one of two procedures:

(1) He may order the board to consider officers for promotion in the order of their seniority on the promotion list, recommending those who are fully qualified and passing over those who are not, until a specified number is obtained, or

(2) He may furnish a list of the officers to be considered and direct the board to select for promotion a specified number of those best qualified from that list. If this procedure is followed, the ratio of the number listed to the number to be selected must be such that not more than 20 per cent of the total list will fail of promotion.

Whenever any officer is considered for promotion to captain, major, or lieutenant colonel, the board also must consider all officers of the same rank who are senior to him.

Officers who fail of promotion will be known as "deferred officers." Such officers will be considered again for promotion

one year later, by an entirely different selection board. If recommended, they will be promoted and restored to the same rights they would have enjoyed if they had been originally promoted, except for the loss in seniority.

If not recommended for promotion by the second selection board, the officer will be separated from the active list as follows, depending upon the circumstances:

(1) If, on the date of elimination, he has completed 20 years of service or more, he will be retired in the permanent grade held at time of retirement, with monthly retired pay of 50 per cent of his monthly base and longevity pay, or  $2\frac{1}{2}$  per cent of such pay for each year of service credited, whichever is the greater.

(2) If he is within two years of becoming entitled to retirement, the officer will be retained on the active list and his date of elimination will be the date upon which he becomes eligible for retirement.

(3) If he is eligible for retirement under any other provision of law providing greater benefits, he will be retired in the grade and with the retired pay to which he would be entitled if retired under that law.

(4) If he is not eligible for retirement under any provision of law, he will be honorably discharged from the Army with severance pay equal to two months of base and longevity pay for each year of service credited, up to a maximum of two years of base and longevity pay.

In computing eligibility for retirement and severance benefits, constructive service as well as actual commissioned service will be counted.

A separate promotion list is set up for the Air Corps, to meet specific personnel needs and to give that branch the greatest degree of autonomy possible.

The proposed "Officer Personnel Act of 1947" also provides for permanent extension of temporary promotion authority; for the commissioning in the Regular Army, without specification of branch, arm, or service of all officers, except those commissioned in the Air Corps, Medical Department, or Corps of Chaplains; for certain service credits to be authorized officers appointed in the Regular Army subsequent to 31 December 1947; and for handling of other related personnel matters.

All details of this bill are merely proposals. They represent the War Department's recommendations to the Congress. They will have no effect unless enacted into law by the Congress.

# OVERCOMING THE INTEGRATION HUMP

*By*

COLONEL J. H. MICHAELIS

**T**HOUSANDS of fine young officers, most of them 27 to 30 years of age, will be disappointed this year when the integration program is finished and they have not been appointed into the Regular Army. This is the result of a large and unanticipated surplus of applicants in that age group.

A serious personnel problem arose, early in the integration program, over the "hump" of applicants and appointees in the first lieutenant age group. In the first integration program, in 1946, 62 per cent of the applicants were in this age bracket; and about that percentage of first lieutenants appeared among the 10,800 officers appointed. This gave a seriously unbalanced age and grade distribution among the 25,000 Regular Army officers then authorized by the Congress. In making appointment under the additional 25,000 officers now authorized, it was hoped that this hump could be mostly overcome by appointing more officers in the age groups of second lieutenant, captain, and major, with a low percentage of first lieutenants. This was impossible, however, since 67 per cent of the applicants under the second (current) integration program were in the first lieutenant age group; and this group represented an even higher percentage of the high scores.

The War Department was faced with the dilemma of integrating new officers on the basis of score alone, and thus greatly aggravating the hump of young officers, or of sacrificing quality in order to balance the age distribution.

The Army must have a reasonable balance of ages through-

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out its ranks—what is called “a healthy curve” on a graph. There must be predictable and proper numbers of officers coming in at the bottom as second lieutenants, moving up through the middle grades, and moving out at the top through attrition. This is essential in a military organization or a business firm. As an extreme example, the Army could take 50,000 men, all of the same age group, and by pinning different insignia on them it would immediately provide a perfectly balanced *grade distribution curve*. Perhaps this would be done alphabetically; Aarons would be a second lieutenant, and Zwyngli would be a general officer, though both were 25 years old. In 25 years, the Army would be in a sad state, with Zwyngli still a general officer and in the best of health, and Aarons, along with some 40-odd thousand other officers, piled up in the rank of lieutenant colonel, where automatic promotions would cease. Furthermore, all 50,000 of the officers would retire at about the same time.

Such a plan would not only be an unwise personnel policy for the Army, it also would be unfair to all officers concerned. Even materially accentuating the *existing* age hump of 27- to 30-year-old officers would militate against the career opportunities of these officers. For these reasons, the War Department has chosen a plan that seems the most logical and justifiable.

Originally, it was planned to integrate approximately 20,000 new Regular Army officers during 1947, in such a manner as to provide a balanced spread of ages, leaving only 5000 vacancies to be filled in the future. When all applications were in, however, it became obvious that this would be impossible. Even if the age distribution among applicants had been more favorable, it would have required choosing one man out of every four who applied; and the scores among the 85,000 applicants indicated that a higher degree of selectivity would be needed to get the leaders the Army is seeking.

Revised plans point toward the integration of not more than 15,000 new officers during 1947, leaving several thousand vacancies to be filled over a period of several years, mainly by large annual increments of second lieutenants. To avoid aggravating the hump, only the top fifteen per cent of the applicants in the three-to-six-years’ service bracket will be selected. That will leave an approximate one-out-of-five ratio for selection among the other age groups. Even with this plan in effect there will be a large surplus of integrated first lieutenants in a Regular Army officer corps of 35,000.

This action obviously militates against thousands of applicants in the hump group. For more than a year, these officers have patiently awaited the War Department's decision. Many of them have delayed returning to civilian life because they felt they had a good chance of appointment, in view of the large number of vacancies. It can only be hoped that the large percentage in the first lieutenant age group who are not chosen will understand the problem and will realize the impracticability of overloading the Army further with men of the same age.

The hump is most acute among applicants (and appointees) with three to six years of commissioned or constructive service. It exists because:

(1) Public Law 281, in establishing service to be credited for integration purposes, fixed 7 December 1941 as the date from which actual service could be computed. Since many Reserve officers were on active duty at that time, a large number of applicants fall in the five-year service group.

(2) Almost every other pre-war Reserve officer was called to active duty between 7 December 1941, and the winter of 1942-43. Consequently, most of these officers fall in the four- and five-year service groups.

(3) Most of the younger officers, who came into the Army during the war and have remained, do not have strong civilian ties. They have devoted to the Army five or six years which normally would have been spent in establishing themselves in civilian life. These officers are intensely interested in a Regular Army career.

(4) The upper age and service brackets are sparsely populated. The old wartime officers are generally well-established in civilian life and are not interested in the Army as a career. Those who are interested, for the most part, are men who have not established themselves or who have an inherent interest in the Army.

Every effort will be made during 1947 to procure, by integration, all qualified officers in the upper age brackets. Procurement by integration, however, will fail to fill the requirements in the grades of captain and major. A new promotion plan will be recommended to the Congress, which would fill those grades with younger men and at the same time reduce the hump of first lieutenants to a controllable level. (See page 17.) This plan would not be initiated, however, until after the integration program had been completed.

# TEACHING GERMAN YOUTH TO TAKE HOLD

*By*

GEORGIA LIGHTFOOT

THE American soldier's response to the *bambini* in Italy, *les petites enfants* in France, and the wistful appeal for any gum, chum, has its natural counterpart in the Army of Occupation. Even the toughest soldier cannot deny the universal appeal of children. In Germany today, this spontaneous spirit is being put to work to bring a modicum of happiness to youngsters in their formative years, and, for the defeated nation, the hope of regaining a place in the family of nations.

It started in Bremen in the fall of 1945. The German youth program inaugurated informally by the 29th Infantry Division, was publicized by an Army public relations officer, and soon became theater policy. Its greatest impetus came when, in June 1946, a group of soldiers, in a bull session with Sgt. Patrick Moriarity, agreed that something constructive ought to be done for the children they saw begging in the streets and scrabbling for cigarette butts. The notice which they inserted in a Bremen newspaper—"Ten American soldiers willing to spend free time organizing club for German boys ages 10 to 17. No politics allowed"—brought 7000 replies. The soldier sponsors met with a selected cross-section of 120 youths, and explained the principles of self-government. At the youths' request, they instructed them on how the secret ballot system works, and said, "Now that you know how, do it yourselves."

This was the beginning of the Bremen Boys' Club, a nucleus for informal training in democratic principles. Temporary officers were elected to draw up a code of rules: no political

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party domination, good conduct, no taking of food out of the club, no begging or picking up butts in the street. A constitutional committee began to function. After two months of heated campaigning, with slogans and speeches, an election was held and a constitution adopted.

Committees of two to four boys were elected to manage each of the club's activities. The agenda was rapidly expanded to include a round-table conference, English classes, woodworking, handicraft, painting, drawing, sculpture, clay modeling, sailing, hiking, athletics, photography, dramatics, and movie appreciation. Plans were launched for a basketball team, a boxing show, and a gala New Year's Eve party. At the symphony concert sponsored by the club, most of the 1400 German youths who were selected by their teachers to attend, had never before entered the exclusive Glocke Concert House. Occasionally, parents were invited to attend round-table meetings and lectures at the club house which the members renovated and equipped by their own efforts.

The purpose of the club isn't all recreation, the sergeant emphasizes. He considers an information and education room, where the boys can get world news every day, and a library of German books, indispensable to the program. Another important phase, he believes, is the correspondence between German boys and American youth that was initiated by his



Official U. S. Army Signal Corps Photo

Lively discussion follows the lecture at a German youth group meeting.



Official U. S. Army Signal Corps Photo

Youths of the Bremen Boys' Club assemble toys for orphans, under guidance of soldier counselors.

father, Judge Joseph J. Moriarity. "The boys have received wonderful letters from American students," he says.

The most encouraging result already apparent, says Sgt. Moriarity, is the overcoming of fear. The boys are now accepting responsibilities that they would not have dared to assume a few months ago. He adds, "I'm not claiming they are thoroughly conversant with democracy, but originally there was a survival of the fittest attitude. Now the big boys are looking after the little ones; they're making things for the orphans."

What was happening in Sgt. Moriarity's youth group in Bremen was a prototype of similar projects sanctioned by official policy. As early as 14 September 1945, an interim occupation program for German youth activities was outlined in a Seventh Army Headquarters directive. On 25 October 1945, USFET issued an amendment to a Military Government law on education, directing the setting up of German Youth Committees on the *kreis* level. The program received further impetus when General Joseph T. McNarney, theater commander, in a letter of 15 April 1945, directed Military Government and Army commands to render all possible assistance to local German Youth Committees, including the use of captured enemy athletic equipment. To stress the importance of training youth in democratic ways, a conference was summoned in August 1946 at which General McNarney announced:

"This [the youth program] is a positive action rather than negative, as are denazification and deindustrialization. In the end, what we hope to achieve is that a great number of German youths will absorb our democratic ideals and that they in turn will become the future leaders of the German nation."

The policy of granting material aid and guidance to German youth activities was established by a directive of 5 October 1946. Participation by German youth was to be on a voluntary basis, with no element of compulsion involved. The immediate objective was the reduction of juvenile delinquency; the long-range aim was the implanting of democratic concepts in young Germans who, as future leaders, might guide their country into a peaceful role in the family of nations.

Responsibility for policy on German youth activities is assigned to Military Government. Each unit, from battalion to major command, is directed to appoint an officer, and each company a noncommissioned officer, for youth activities. In all, some 500 Army personnel devote full time to this work. Greater numbers participate voluntarily during off-duty hours. Provisions also are made for adequate supplies and equipment.

The German Youth Activities program is directed primarily to the 10 to 18 year old group, numbering 2,100,000 in the American Zone of Occupation, which includes the Bremen enclave and the U. S. sector of Berlin. A survey in August 1946 showed that 477,732, or 23 per cent of the 10 to 18 year



German youngsters learn American sports.

olds, were members of 2901 youth groups in the American Zone. Under the stimulus of Army sponsorship, the number of youth organizations was increased to 6621 by November, reaching a total membership of 718,192. The two most prevalent types of organizations are religious and sports groups, each comprising about 35 per cent of all youth memberships.

Wherever American soldiers are stationed in Germany, the youth activities program has taken a variety of forms to accomplish its two-fold objective. Headquarters Command, USFET, operates 18 discussion groups, three swimming pools, one rowing club, three athletic programs, and a summer camp at Ski Lodge in the Taunus mountains, to which city youths are sent for a week's vacation. United States Air Forces in Europe sponsors a choral group of German girls, numerous sports programs, picnics and outings, in addition to discussion groups, movies, and a German Youth Library of 500 volumes. Six bookmobiles furnish a traveling library service which circulates 18,000 books among youths in outlying districts. Ten hostels are operated in the Continental Base Section; and food and medical care are provided for children of an orphanage.

In some areas, soldiers participate in choir singing, musical and dramatic recitals. Other units provide orchestras for youth group dances. Boat trips on the Rhine and other rivers have been popular. In Wiesbaden, Bad Wildungen, Bamberg, Munich, Stuttgart, Berlin, and indeed in most of the other cities and towns throughout the American Zone, troops are making available athletic facilities and equipment. Soldier instructors are teaching American sports, including softball, football, soccer, volleyball, badminton, tennis, boxing, and swimming. In Karlsruhe 11,000 youths attend classes in handicrafts, drawing, chess, music, folk dancing, drama, and English conversation.

Army wives of the American Women's Club in Frankfurt have established a Girls' Center, at which housekeeping and cooking are taught. A similar "Friendship House" has been set up in Munich for working girls. Cooking and sewing classes are popular. In Bamberg, German girls have requested instruction in first aid, home nursing, child care, and American methods of homemaking.

Coinciding with the expanding scope of the youth activities program, a downward trend in juvenile delinquency was reported. The number of juvenile convictions in the American

Zone during September and October dropped by 62 per cent from the high mark reached in August. An OMGUS report of 23 November 1946 stated: "This decrease may be partly due to the effectiveness of the youth program inaugurated in the American Zone."

Less definable, but certainly of long-range importance, is the good will generated among the rising generation in occupied Germany. Increasingly, German youth, born into a world of war and chaos, is finding a constructive outlet for its energy and its aspirations under the German Youth Activities program. The youths who are today obtaining practical experience in team spirit, self-government, and democratic methods may yet be the pioneers of a new era. Their generation may strike out on new pathways to lead Germany back into the society of nations.

For soldiers participating in the German Youth Activities program, satisfaction is greatest when they receive such letters as the following from a German mother:

"To the American soldiers and to all those who took care of the German children of Lesum on Sunday in such a kind manner: In the name of the Lesum children I want to thank you very heartily. I am sure that in the evening of this Sunday 115 children could not shut their eyes because of their happiness. You have overwhelmed these children's hearts by your surprise. To hear this will make you happy too, I suppose."



Participating in discussion at the Frankfurt Girls' Center.

# AUTHORS ARE AUTHORIZED

*By*

MAJOR WALTER R. KING

EVERYBODY wants to be an author. The desire to see one's name in print, over a published work, and to receive the emolument that goes with it infects mankind generally—military mankind no less. However, because of wartime emphasis on security, when even diaries were discouraged, most soldiers conclude that any writing they may do will be viewed dimly by the Army. It is high time to erase that notion from the minds of budding authors in uniform.

The Army wants its personnel to write. Encouragement is clearly given in AR 600-700:

"Within the bounds of security and propriety the writing of articles, books, and other related material intended for publication, and the engaging in public and private discussions on appropriate occasions, by officers and enlisted men, on topics of military, professional, or general interest concerning the Army, or in the interest of the national defense, are authorized and desirable." (par. 6, b.)

Even with such official blessing, some reluctant writers may feel that red tape and channels will snarl their efforts hopelessly. Let us lay that ghost of the war.

Since the end of hostilities, censorship and review regulations have been relaxed and simplified until it is almost as easy for military personnel to write for publication as it is for civilians. In many ways, those in uniform have advantages over civilians. An outstanding service, for example, is offered to military writers by the Publications Branch, War Department Public Relations Division, in the form of editorial

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advice or, in some cases, by direct assistance in marketing articles.

Important changes have been made in procedures for reviewing material intended for publication. Local public relations officers now have review authority, within established War Department policies, over all material emanating from their commands and affecting no other command or the Army as a whole. This applies to material intended for local or national release. Manuscripts dealing with military subjects are submitted to the local public relations officer, who will pass on them, or, if in doubt, will refer them to the Review Section, War Department Public Relations Division. Military personnel writing on nonmilitary subjects need not submit their material for review. Likewise, fiction, such as short stories, novels, and plays, need not be submitted for review if the content does not relate directly to the Army. A sweeping approval of such military articles is contained in AR 310-10.

Reserve and National Guard personnel assume civilian status and privileges upon completion of terminal leave, and are not required to submit anything for review, except when they are placed on active duty. Retired military personnel are personally responsible for the security and propriety of the material they write. They are not required to submit such material for review, but if they do so voluntarily, it will be treated as matter received from active-duty personnel.

The Army Regulation which states that officers "will not use, or permit to be used, their military titles in connection with commercial enterprises of any kind" is not interpreted to cover the writing of articles or other material for publication. (AR 600-10, par. 2,e, (1), a.) The use of military rank or title in a by-line is optional at all times; but if used by personnel on inactive duty, this must be indicated by the words "Reserve," "National Guard," "Retired," or other appropriate explanation. Personnel who have accepted separation without joining a civilian component are not entitled to use military rank, except when explained as "Former Captain, Field Artillery," or "Former Corporal, Infantry."

Material containing military references, prepared by civilians employed by the War Department or other Government agencies, is subject to review for security only. Former war correspondents have received letters from the War Department requesting them, as patriotic citizens, to submit voluntarily

any manuscripts containing Army intelligence information or previously classified material.

Two recent queries illustrate the security-mindedness of former Army personnel. A dietician who worked with the Army overseas wrote from a West Coast university asking if she could use material from her Army experience in writing a graduate thesis. An ex-Army officer who was a prisoner of war in a German camp asked if he could write of that experience. The answer in both cases was Yes, with a suggestion that doubtful security points be referred to the Review Section, War Department Public Relations Division, for clearance.

It is assumed that any personal literary work by active-duty personnel will be carried on in the soldier's spare time. Army Regulations prohibit "all business and professional activities and interests . . . which would tend to interfere with or hamper in any degree his full and proper discharge of such (military) duties or would normally give rise to a reasonable suspicion that such participation would have that effect." (AR 600-10, par. 2, e, (2).)

Information picked up in the normal course of military duty may be used for literary profit; but research for that purpose carried on by military personnel during duty hours is, of course, prohibited under the above regulation. Such research may be engaged in by active-duty personnel in their spare time, just as civilians may have access to unclassified Army information, upon proper procedure and application.

This brings up a ticklish point of interpretation. Great numbers of unit histories were prepared during the war, some official, some unofficial. In most cases, the material was gathered and organized by an officer or committee assigned to that task. In some cases, the preparation of the unit's history was an off-duty activity. The problem that arises continually is whether either active-duty or inactive-duty military personnel, who collected such material and have notes or finished histories in their possession, may use such material for personal profit. The Historical Division, War Department Special Staff, requires any officer or civilian employee of the Army whose official duties involve collection and preparation of historical material to submit for approval and clearance any article based on such material which he has prepared in off-duty time for private publication.

More difficult to regulate are the cases in which historical writing activities were carried out unofficially. Various Re-

serve associations are trying to get their unit histories published for sale to members. If such a unit has had a history published, officially or unofficially, it is advised to obtain a copyright on the document. This will prevent any individual who has the published materials or notes in his possession from using them on a royalty basis.

A detailed statement of policy on unofficial unit histories is contained in War Department Circular 93, 29 March 1946. Paragraph 5 states: "Private collection or other alienation of records of the Federal Government, including historical data prepared by or for U. S. military agencies, is a violation of existing Federal statutes and Army Regulations." Other War Department directives pertaining to histories are contained in Circular 287, 1945, and Circular 267, 1946.

The War Department has not opened all of its historical records to the public for research. Recently, arrangements were made to declassify and clear most After Action Reports, which now are available to military and civilian researchers for use in articles and books. Application for access to these materials should be made to the Chief, Public Relations Division, War Department.

Unofficial polls of soldier opinion are strictly taboo, as explained in several War Department directives. Only the Chief, Information and Education Division, War Department, is authorized to make such surveys and studies. Any ambitious writer who undertakes a personal sampling of soldier opinion, with intent to publish the result, is heading for trouble. The reason is obvious. Such opinion polls must be carried out in a highly scientific manner and must reflect the entire Army, or a particular segment of it, if they are to be accurate and indicative. (See WD Circular 204, 1946.)

The question of Army public relations personnel writing for profit or prestige is subject to wide interpretation by local commanders. War Department policy is set forth in Circular 62, 2 March 1946, which states:

"Public relations personnel may engage in private literary efforts of their own, provided such activity does not interfere with and is beyond the scope of their duty requirements. They will not use their official status to obtain for such activity information not available to civilian representatives of media. Questions of doubt concerning such activities will be referred to the Bureau of Public Relations." (par. 2, c, (3).)

Interpretation on this point ranges from practically unrestricted activities in some offices, to the public relations officer

who would not allow his enlisted personnel to enter a limerick contest sponsored by a national advertiser, on the grounds that all the time that could be devoted to writing belonged to the Army. Needless to say, this is an unnecessarily extreme viewpoint. It is wise, however, for commanders to have a complete understanding with public relations officers desiring to publish privately, and likewise for public relations officers to have a complete understanding with their staffs. There is no objection to such activity—indeed, it should be encouraged, just as all articulate Army officers are encouraged to write and speak publicly—but precautions should be taken to assure that civilian press or radio representatives working daily with public relations personnel will not feel that information is being withheld from them for personal gain.

As a matter of propriety, for example, military and civilian personnel assigned to the War Department Public Relations Division are prohibited from engaging in *any* outside literary activity for profit. Exceptions may be granted only by the Chief, Public Relations Division, in the case of articles which are in no way related to the official duties of the personnel. The purpose of this policy is to prevent any possible suggestion of favoritism by public relations personnel in dealing with civilian information agencies.

Previous articles in the **ARMY INFORMATION DIGEST** (May, August, October, November 1946 and January 1947 issues) have told *how* to write, *why* military personnel should write, *where* to sell, and *what* subjects are of interest to publishers. This article should answer the question: "*Who* may write?" In case there is any doubt, the answer is—anybody in uniform, except public relations personnel specifically restricted by a local ruling.

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#### NEWSPAPERS CAN BRIDGE THE GAP

In the final analysis, whether or not the Army can do its part for democracy depends on the citizen's interest in the service and, reciprocally, on the Army's understanding of its relations with the citizen. The American newspaper can bridge the gap that has too often separated them in the past.

From General of the Army Dwight D. Eisenhower's address at a dinner of the Bureau of Advertising, American Newspaper Publishers Association.

# THE SIGNAL CORPS

## 1863-1947

The Signal Corps became a part of the United States Army on 3 March 1863, under command of Colonel Albert J. Myer, later brigadier general. From its meager beginning, this technical agency has become indispensable in war and a key-stone of research and development in peace. During the Civil War, Matthew Brady followed the Army and gave the military service its first photographic coverage—a priceless record in the National Archives. Improvements in telegraphic, telephonic and radio communications, the introduction of the pigeon, improvements of still and motion picture photography, and the adoption of the airplane into the Army are among the f a m e d achievements of the Signal Corps. Fort Monmouth and other Signal Corps laboratories, disclose greater vistas of the future.



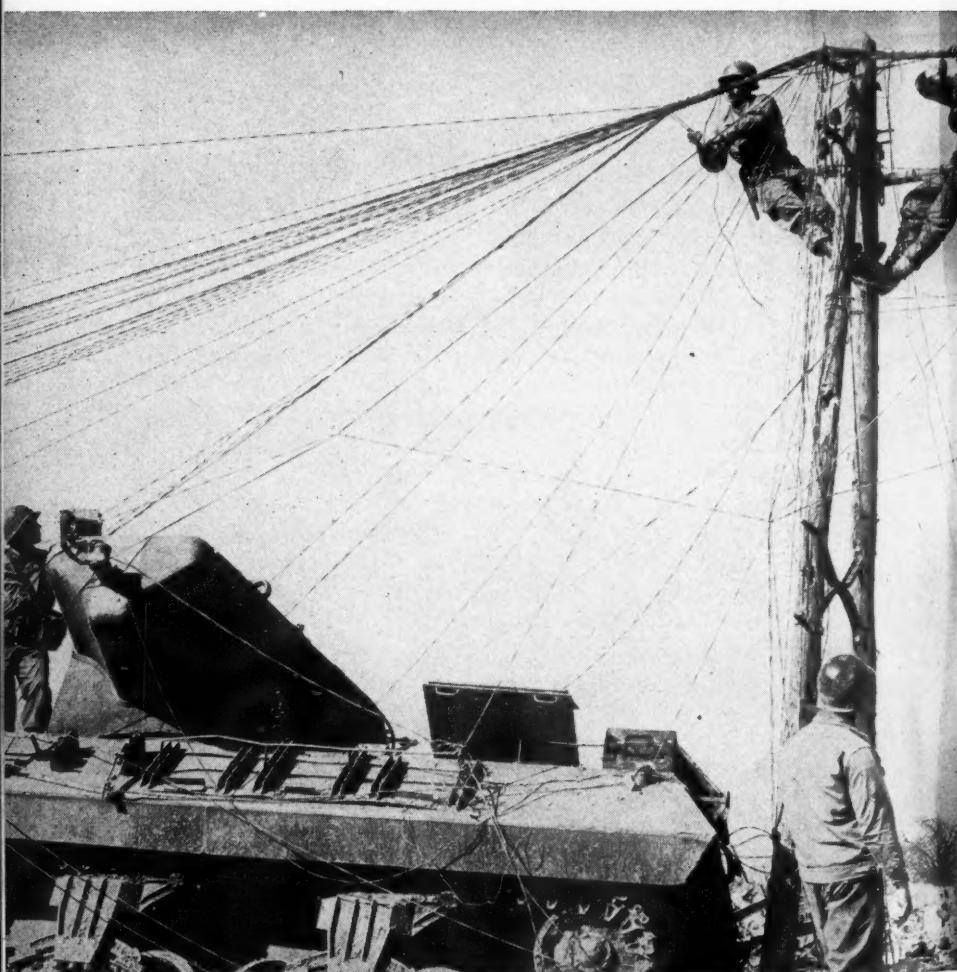
Brig. Gen. Albert J. Myer  
Recent studies of radar, at  
Corps laboratories, disclose



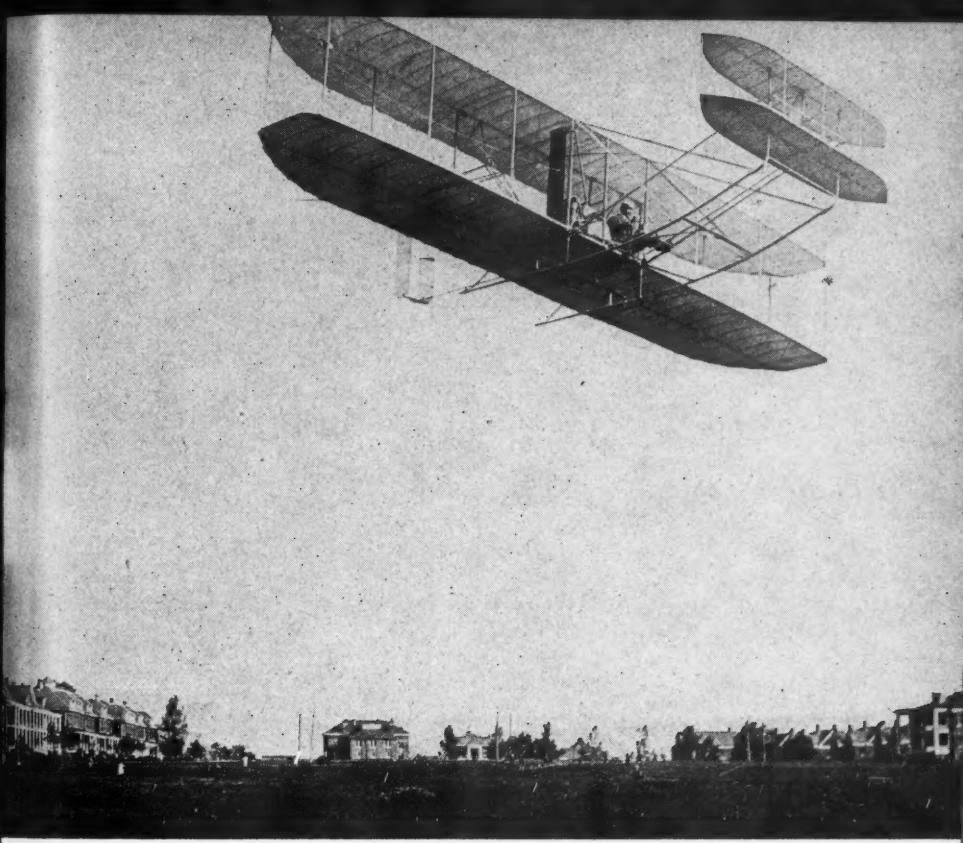
FIRST COMBAT PHOTOGRAPH BY MATTHEW BRADY  
A field artillery battery in action at Fredericksburg, Va.



**CONSTRUCTION—SPANISH-AMERICAN WAR**  
Building a telegraph line at Pinar del Rio, Cuba.



**CONSTRUCTION—WORLD WAR II**  
Stringing field wire for the Seventh Army in France.



THE AIRPLANE JOINS THE SIGNAL CORPS  
Orville Wright flies at Fort Myer in 1909.



PIGEONS CARRY THE MESSAGE  
Pigeon couriers are released over Nettuno, Italy.



**BUILDING PATHWAYS TO THE OUTPOSTS**  
A signalman goes aloft on the island of Guam.



**THE CAMERAMAN GOES WITH THE TROOPS**

Making a motion picture record of a foray against the enemy somewhere in Belgium.



**SIGNAL STATION IN A SHELL HOLE**

A shore fire control party sets up shop somewhere in France.



#### SIGNALING THE UNIVERSE

Schematic sketch of the transmission of a signal to the moon, and the reflection of the echo signal, accomplished by the Signal Corps at Bradley Beach, N. J., 10 January 1946.

# SPEAK UP!

*By*

MAJOR JOSEPH H. BANKS

"**A**LL officers who are qualified must be ready to accept, as a duty, an assignment to make a public address," wrote the Chief of Staff to his commanding generals in March 1946. "I am personally interested in the development of an adequate Army-wide speakers' program."

In the new Army, officers and enlisted personnel of all grades may be called upon to speak in public, or to talk to troops as part of the Troop Information Program. Only through articulate leadership can the Army tell its story and interpret its mission.

Without warning, any officer may be tapped. Here are a few elementary rules for the inexperienced:

*Proper platform manner* is of utmost importance. A good first impression helps create a receptive attitude in an audience. A neat appearance is requisite. No officer or enlisted man needs reminding that he must be meticulously groomed for such an occasion. Your approach to the audience should be in keeping with the subject. Walk to your position on the platform with assurance. A slovenly manner or shuffling gait is neither dignified nor inspiring.

*Pause* for five to seven seconds before beginning your talk. This gives you an opportunity to overcome any initial nervousness and to measure your audience. Throughout your speech, a pause can be employed to change the mood or to emphasize an important point; but it should be used only at the end of a sentence, phrase, or logical break in the speech. When distractions such as passing trucks, trains, or unusual noises interrupt, wait for them to stop. Never compete with them.

*Establish eye contact* with your audience immediately. Divide

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the audience into sections and subsections. Then look at them in turn throughout the talk. Avoid looking out the window, at the floor or ceiling, or gazing over the heads of the audience. Eyes express the character of the speaker. As in conversation, speakers must look the audience in the eye, not passively but intently.

*Bombast has no place* in an Army speech. The days of thunderous roars and grotesque gesticulation are over. Address your audience as though you were engaged in conversation with them.

*Action in speaking*—the way the speaker carries himself, the way he stands, the inflection of his voice, the enthusiasm with which he expresses himself—should be studied. The speaker need not feel rooted to any spot. Movement is acceptable if it does not distract the audience. Every motion should have a purpose. Each should aid in directing and focusing audience attention on a particular point.

*Gestures* are valuable in adding emphasis to speech. Stand easily and relaxed, with your hands in a normal position at your side; but use them spontaneously and naturally, if you are so inclined. Avoid putting your hands unconsciously on nearby objects; and, as a representative of the Army, never plunge them into your pockets. Refrain from clasping your hands in front of you or behind your back.

*The body position* should be comfortable, neither at rigid attention nor at parade rest. Placing the feet two to four inches apart, with one foot slightly in front of the other, is an easy stance. Either foot may be advanced and you can shift weight from one foot to the other without attracting attention. Your shoulders should be straight, to allow full breathing.

*A pleasant voice* is the most important factor in making an effective speech. Correct posture will help to give your voice freedom, fullness, and resonance. Breathe deeply and provide the power for the voice from the diaphragm. Don't be afraid to open your mouth. Many good words often get no further than a speaker's tongue.

*Speak distinctly.* The proper rate of speech is between 100 and 150 words a minute, depending on relative emphasis of words or phrases. Important points can be stressed by slowing down the rate of speech. Less important material usually is delivered at a faster rate. Vary the rate and pitch so as to avoid monotony. Pronounce clearly all sounds and syllables

of words, if they are to reach your audience. Frequent use will make difficult words familiar and easier to pronounce.

*Don't apologize* for being a poor speaker. As confidence on the part of the speaker inspires confidence from the audience, so apology inspires uneasiness. Army officers and men must always instill confidence. Proper preparation of the talk or address will make an apology unnecessary.

*Don't ramble.* This is a sure way to bore your hearers. Have your material well organized, have your say, and sit down.

*Meaningless repetition* of ideas usually indicates that the speaker has no goal, no point to put over. Army officers have so much to tell the public about the Army that there is no excuse for aimless repetition. An unending store of varied material can be drawn upon.

*Limited vocabulary*, careless articulation, and improper enunciation are common faults which can be improved by study and practice. The speaker who connects his words and ideas with "Ah-er-ah" shows poor preparation and lack of confidence in himself. Pausing at the proper time, especially at the end of sentences, will help overcome this habit.

*Extreme loudness or softness* of voice is annoying. Monotony of tone lulls the audience to sleep. A change in inflection or pitch maintains attention. A friendly smile in the right place with win almost any audience. Without it, no audience will warm up. Such seemingly trivial matters may mean the difference between success or failure, and may determine whether or not you will be invited to return.

Every speaker has experienced stage fright at one time or another. Don't feel that you are an exception. If you know your subject and have your speech well organized and well prepared, you need have no fear of your audience; you can just act naturally. If you possess confidence in yourself, the audience will sense that you are in command. You also will have the comforting knowledge that you know your subject matter thoroughly, while the members of your audience do not.

Positions of leadership and high rank in the Army, with few exceptions, are coupled with the ability to speak well. The opportunity is one which falls to every officer. Self-expression is likewise of importance in the promotion of enlisted men. But apart from personal gain, an easy stage presence and a well-organized flow of words enables the Army speaker to contribute to his profession by interpreting it to the civilian audience.

# ROTC RESUMES SUMMER TRAINING

*By*

JAMES P. WELCH

**M**ARKING another step in emergence of the Reserve Officers' Training Corps as a keystone of the Army's program for training future leaders, summer training periods will be resumed in June for Advanced Course students. Approximately 10,500 ROTC students in more than 100 colleges and universities will attend the first postwar ROTC camps since suspension of summer training after 1941.

Of six weeks' duration, the training periods will be conducted at eighteen camps and posts of the Army Ground Forces and the technical and administrative services, and at six Army Air Forces bases. Some 7800 students in combat and service-type ROTC units will attend camps to be held from 21 June to 2 August inclusive, and about 2700 Air ROTC students will be trained during similar periods, for which dates have not been determined. Summer training of Air ROTC personnel will be the first since discontinuance of the Air ROTC in 1935.

Normally summer training of ROTC students is scheduled between the third and fourth years of college. Owing to the fact, however, that World War II veterans with twelve months or more of honorable active service may enroll for the first year of the Advanced Course without taking the two-year Elementary Course, those attending the summer camps will be at varying educational levels, from the freshman year upward. Nearly 90 per cent of this year's summer cadets will be men with previous military service.

Instead of the pre-war per diem pay rate of 70 cents, this

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year's summer trainees will receive the current pay of Army privates, \$75 a month, while attending camp. They will also be paid for necessary travel at the rate of five cents a mile from the school to the camp and return. Subsistence, housing, and uniforms will be furnished in kind.

The training week will be forty hours, making a total of 240 hours for the camp period. Training will be conducted on five 8-hour training days, or four 8-hour days and two 4-hour days, at the discretion of the Army commander.

At camps of the ground arms and technical services, approximately one-half of the training period will be devoted to instruction in subjects common to all branches of the service, with the remaining time devoted to tactics and techniques of individual branches. The "branch immaterial" portion of the program for all arms and services, except Air and Medical, will include 40 hours of work in weapons and marksmanship, of which 32 hours will be with the M-1 rifle, and 8 hours with the .30 caliber carbine, .45 caliber submachine gun, and .45 caliber pistol.

As in the regular wintertime courses of the postwar ROTC, information and education instruction will have a place in the branch immaterial portions of all of the summer camp programs. Emphasis will be placed on practical application of the I&E program, through observation of a post I&E center in operation, preparation of Troop Information Programs, and practical work in group discussion.

Other prominent features of the branch immaterial section of the programs will include Physical Training and Athletics, 14 hours; Marches and Bivouacs, 16 hours; and that basic element of all military training—Drills, Parades, Ceremonies, 12 hours.

Training will be given in the following branches: Infantry, Field Artillery, Antiaircraft Artillery, Seacoast Artillery, Armored Cavalry, Military Police, Corps of Engineers, Medical Department, Signal, Transportation, Quartermaster, Ordnance, and Chemical Corps.

Training programs of the combat arms call for a minimum of forty hours of field exercises or tactics of the basic weapon of each arm.

Infantry, with nearly 3000 trainees, will have the largest enrollment of any branch. Subjects to be included in the Infantry course for the first time include: Rocket Launcher,

**Hand & Rifle Grenades, Flame Thrower, 6 hours; Recoilless Weapons (57mm and 75mm), 6 hours; Self-Propelled Weapons, 5 hours.**

Medical Corps ROTC students, who will train at Fort Sam Houston, Texas, will devote part of their training period to clinical observation at the Brooke General Hospital and familiarization with the specialized training being conducted at the Medical Field Service School. Assisted by members of the 32d Medical Battalion, who will serve as a demonstration unit, they will take part in practical exercises in field medicine up to the divisional level.

Instructors will be the members of ROTC faculties of the institutions from which students attend the camps, supplemented by officers in specialized fields who are permanently stationed at the installations where the camps are held. Officers of the Organized Reserve Corps who volunteer for active duty training also will be placed on active duty for the period of the camps.

Camps and posts at which ROTC students of the combat arms and technical services will train are: Fort Monmouth, N. J., Ft. Meade, Md., Edgewood Arsenal, Md., Aberdeen Proving Ground, Md., Ft. Belvoir, Va., Camp Lee, Va., Ft. Eustis, Va., Ft. Benning, Ga., Camp Campbell, Ky., Camp McCoy, Wis., Ft. Sheridan, Ill., Ft. Riley, Kans., Ft. Sill, Okla., Camp Hood, Tex., Ft. Bliss, Tex., Ft. Sam Houston, Tex., Ft. Winfield Scott, Calif., and Ft. Lewis, Wash.

## AID

### EFFECTIVE TRAINING FILMS

Training and orientation films can be made more effective if preceded by a short introductory talk, according to the results of tests made among trainees at a replacement center during the war (*What the Soldier Thinks*, No. 1).

Three carefully equated groups were given similar tests in map reading—the first without previous instruction, the second after being subjected to a one-hour training film, and the third after being given both the movie and a short introductory talk. Average test scores were 20, 29, and 35, in the same order. It was also demonstrated that the effectiveness of a film could be further increased by having a short oral quiz follow.

# THE THRIFTY ARMY

*By*

CAPTAIN JEROME BAHR

**I**N ITS housekeeping habits, the Army is like a thrifty old woman who allows not a single item to go to waste. It removes the copper base from discarded light bulbs and sells the metal to the local junk dealer. It takes wobbly old mess tables and cuts them down to standard-size dinettes. It strips lister bags of their brass tits and shirts of their bone buttons. It does all its own repair work on automobiles. It sells the grease and tallow from its mess halls; it even charges for the removal of its garbage.

While most of the salvage minutiae and minor repair work are handled at the station level, the Army also maintains a vast network of reconditioning plants and reclamation depots, operated by the technical services. The Quartermaster Corps, which handles a preponderant number of civilian-type items, offers the most understandable yardstick for measuring these activities. To its repair shops comes a total of 7000 different types of worn or damaged articles, including not only clothing and textiles, but such varied objects as musical instruments and fumigation chambers, coffee roasters and typewriters. During the first year of postwar operations in the United States, its Maintenance Branch reclaimed, repaired, and returned to Army stocks for reissue nearly \$150,000,000 worth of equipment, at a labor cost of nine per cent of the value involved, with an additional five per cent for repair materials. Thus, for an investment of only \$21,000,000, the Army saved the taxpayers \$129,000,000.

This figure does not include revenue realized from the sale of salvaged property and small lots at the station level, which, in 1946, reached \$67,000,000; nor does it embrace reclamation savings of other technical services. For example, the Ordnance Department, with its tanks and heavier type of equipment, proc-

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essed some 330,000 tons of material during the past year, reconditioning property valued at \$354,000,000.

During the war, with clothing and textile repair work constituting about 67 per cent of its activities, the Quartermaster Corps' Maintenance Branch fought a constant battle against worn coat cuffs, ripped pockets, and frayed buttonholes. Now such repair work comprises only 17 per cent of the Branch's workload, and items of equipage and general supply predominate. Since the past summer, the huge backlog accumulated during the war—which runs the gamut from cranes and tractors to field desks and bed linen—has been gradually reduced from a total of 260,000,000 pieces to 143,000,000. During December, which was typical, 18 million items were handled.

To cope with this task of saving the Yankee dollar, the Quartermaster Corps maintains five giant classification centers. From all over the United States and overseas, military items funnel into these centers for appraisal. If beyond repair, they are transferred to salvage depots attached to the classification centers. If declared surplus, they are assigned to the War Assets Administration, through which agency they are sold to the public. If found to be serviceable without repair, they are returned immediately to Army stocks; and, if in need of repair, they are sent to specialized shops maintained by the Quartermaster Corps in key cities throughout the country.

Whenever possible, these repair shops are located in centers of industries where work coincides with that of the Army, thus facilitating the recruitment of skilled artisans and the procurement of supplies. Typewriters and office supplies are repaired at Chicago and Charlotte; heavy tentage and canvas at Philadelphia and Ogden; general supplies, such as kitchen utensils, field desks, and folding cots, at San Antonio and Jeffersonville; special purpose vehicles at Camp Lee.

Perhaps the most unusual of these shops is that devoted to repairing military band instruments at the Philadelphia depot. Here the array of damaged instruments symbolizes all the sad horn blowers of the Army. Here is found the dented tuba, the bass drum with the bashed-in face, the broken-keyed piccolo, the trombone with the defaced silver plating. All are grist to the Army repair mill.

Not a single item is overlooked in the Army's *hausfrau* policy of economy. At posts, camps, and stations, old sheets and pillow cases are ripped up and used as cleaning rags. Damaged footlockers find their way to the Corps of Engineers,

to be utilized as lumber for crating and shipping. Salvaged typewriters are stripped down for spare parts stock. Worn-out uniforms are cut up into scrap wool, with the buttons going to the buyers of brass. Salvage tentage is used on trucks when tarpaulin is unavailable. Fruit hampers, egg crates, waste paper—everything that the Army is unable to use—is put on the market. Even gas masks do not escape cannibalization. When thousands of them were recently demilitarized, the canisters were sold to toy manufacturers, who turned them into toy gasoline trucks for children. The face pieces were disposed of as top-grade rubber; and the respirators, eye pieces and carriers were stored for future use.

It is Army policy never to offer anything for sale, either as salvage or small lots of surplus, until every effort has been made to find use for it within the military establishment. When a sale is finally prepared, prospective buyers are invited to send in sealed bids. By maintaining extensive lists of dealers, the Army is able to stimulate competition and get better prices. It is not uncommon for business men to travel 150 miles to attend a post salvage sale. Occasionally the dealers grow so excited at the opening of the bids that they almost come to blows.



Official U. S. Army Signal Corps Photo

The salvage problem seems baffling at first glance.

Reports showing receipts from such sales are sent to the Director of Service, Supply, and Procurement, War Department General Staff. Of the \$67,000,000 recorded during 1946, approximately 53 millions came from salvage sales and the remainder from small-lot sales. This sum was wholly independent of surplus sales conducted by the disposal agencies.

Maintenance accomplishments of the Army's technical services were equally impressive. In 1946, the Chemical Corps, working over such items as the 4.2 inch chemical mortar, repaired and returned \$21,170,083 worth of material to stock. The Transportation Corps converted 44 Navy-operated troop transports and hospital ships to Army use and effected a tremendous saving by reconverting 134 Diesel-electric locomotives, which had been used in Europe and the Middle East, for service in this country. The Signal Corps and the Medical Department reconditioned their equipment at approximately eight per cent of the procurement value. One department in the Corps of Engineers, repairing furniture and power-operated kitchen equipment, returned \$3,750,000 worth of material in 1946, while another department, specializing in general engineering equipment, reconditioned stock valued at \$2,100,000 in a single month. These are merely typical of the measures taken by the technical services to save every dollar possible. In addition, reclamation work was carried on by the Army Air Forces, which, with its concentration on planes and expensive precision equipment, effected savings of astronomical proportions.

In its quest for economy, the Army has gone into every ramification of business, including that of the clothing industry. Scrap cloth accumulated during the manufacture of uniforms is returned to Philadelphia, where it is sorted, baled, and auctioned to the highest bidders. In one year, this type of salvage saved the Government more than \$1,500,000. In fact, the Army knows to the penny the by-product scrap value of each clothing article manufactured, with overcoats heading the list at a 14-cent saving.

A wartime measure which proved both economical and expedient was the Army's shoe-rebuilding program. In an effort to overcome the critical shortage of military quality upper leather, the Quartermaster Corps supervised the rebuilding of 12,160,000 pairs of Army shoes, saving in a period of three and one-half years more than 30,000,000 square feet of leather and \$13,978,000. A somewhat different type of footwear re-

clamation project was the converting of 300,000 pairs of canvas-top jungle boots into athletic shoes for use by patients in general and convalescent Army hospitals. Had these shoes been purchased, an additional expenditure of \$600,000 would have been necessary.

The most original type of reclamation work was that performed at Fort Knox, where rifle range butts were mined for expended bullets. This singular vein of salvageable copper, nickel, lead, and steel produced approximately 70 pounds of reclaimable metal per cubic foot of earth removed. Bulldozers skimmed off the top of the target backstop, progressively cutting the butts down to the lowest level at which spent bullets were found. The skimmed-off soil was hydraulically washed, and the ferrous metals were separated from the non-ferrous by magnetic separators. Recovered metal revealed a high content of copper-nickel, a critical raw material at the time.

Overseas reclamation problems were equally challenging. In the early days of the Tunisian campaign, when the see-sawing battle lines resulted in thousands of military items being abandoned in the mud, even Omar the Tentmaker was utilized by the American Army. Mop-up crews had assembled a huge pile of badly torn tents, and, with the need for these tents growing by the hour, salvage personnel found themselves un-



Official U. S. Army Signal Corps Photo

Even a mechanized Army wears out plenty of shoes. Reclaiming footwear at a base repair section in India.

equal to the task. Then someone remembered having seen an Arab tentmaker plying his ancient trade on the desert not far away. A hurried visit to his abode discovered the contemporary Omar sitting at an American sewing machine of antique design, placidly mending canvas for nomadic tribesmen. Before sundown, Omar and his assistants had been transferred to the salvage dump and were busily engaged in repairing tents for reissue to the front-line troops.

In Italy, where a desperate shortage of kitchen and mess gear developed, the old method of scraping and sandpapering rusted pots and pans was abandoned in favor of a power-driven line of wire brushes which quickly cleaned and burnished the much needed utensils. Sand-blasting machines proved so efficient that it was found profitable to salvage even such low-cost items as knives, forks, and spoons.

Locating hidden Nazi supplies during the closing days of the European war was another of the many tasks of salvage crews. Organized into searching teams of two or three men, these crews ranged the countryside and discovered hidden dumps in all sorts of places, including churches, schools, and theaters. One such cache was uncovered when an alert salvage team noticed a profusion of new German army blankets among the possessions of civilians. Investigation revealed a stock pile in a nearby barn, and this, in turn, led to the discovery of the main supply in a warehouse some five miles away.

Of all the salvage work accomplished, however, the quaintest came from the efforts of six American Negro soldiers in England. Working in off-duty hours in an unused Nissen hut, these soldiers turned scrap and salvage materials into Christmas toys for English children living in the vicinity.

Today, with emergency pressures removed and lean economy ahead, the emphasis is on establishing a policy of preventive maintenance discipline among troops as a peacetime measure of increasing the life span of Army supplies. In the Army's wartime shoe-rebuilding program, it was discovered, for example, that a high percentage of footwear had been made unserviceable because of leather burns incurred while the soldier was trying to dry out his wet shoes. With adequate training in supply discipline, the soldier would have recognized that wet shoes, if dried slowly in warm air, would be unharmed.

In the future, the Quartermaster Corps hopes to see its workload in repair shops halved through indoctrination of the troops in preventive maintenance.

# KEEPING YOUNG CITIZENS INFORMED

*By*

CAPTAIN JOHN S. OPPENHIMER

**H**IGH school students in the District of Columbia and nearby Virginia are rapidly becoming familiar with the operation of Army posts and units and with the War Department, under a comprehensive information program conducted by the Commanding General, Military District of Washington. The purpose of the program is to enable these youngsters and their instructors to judge better the merits of a system which leans heavily on public understanding.

The Military District is confined to a section of northern Virginia, the District of Columbia, and a section of Maryland. The Civic Assistance Program includes all the military facilities in this compact area, but relies largely on the main showpiece—The Pentagon. In addition to tours through The Pentagon, explanatory lectures are given by military personnel at posts and camps within the District; and topical and scientific information programs of a military character, which parallel subjects being studied at the time, are presented in the schools.

The program started in December 1945, when fifty selected high school students, escorted by their principal and five instructors, arrived at the River entrance of The Pentagon. After greetings by the commanding general, five sergeants, selected for their military bearing and their knowledge of The Pentagon, conducted groups of ten youngsters on a four-mile tour through the building. The principal and teachers were escorted by the public relations officer of the Military District. The groups were shown through gleaming kitchens

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and huge dining rooms, each large enough to feed a battalion. They visited the Pentagon library, telephone exchanges, automotive shops, and administrative units. No operation of interest to young people was overlooked. To the discomfiture of Pentagon jesters, no student was lost, to turn up later as a colonel.

At lunchtime, the touring groups rendezvoused at a cafeteria and dined expansively; then proceeded to the Pentagon auditorium and saw a thrilling Army Air Forces motion picture. Buses then took them to Fort Myer, where they saw troops on post duties and in training classes, and where they absorbed something of Army tradition from a visit to the sheds which once housed caissons and graceful French 75s.

Letters of appreciation which poured in from educators, students, and families were followed by requests for similar tours from other groups. Students studying civics wanted to view War Department agencies at first hand. Geometry students requested plans and views of The Pentagon for classroom study. Mathematics teachers worked out problems for the students to think about during the conducted tours. To meet the flood of requests for essay material, the public relations staff reprinted an article entitled "The Pentagon Makes Sense," published in the ARMY INFORMATION DIGEST, and distributed this in pamphlet form to schools in the Military District.

News about the conducted tours soon spread beyond the geographical limits of the command. Chambers of commerce, railroad passenger agencies, and newspaper circulation departments, interested in sending groups of youngsters to Washington, asked that they be permitted to participate, and agreed to pay the cost of student lunches. The MDW public relations office books a special tour for every high school aggregation that wishes to come. In addition, regularly scheduled tours for local students are conducted every other week for groups of one hundred.

As part of the Civic Assistance Program, officers have been invited to high schools to talk on subjects of current study, ranging from universal military training to third echelon maintenance. Questions on the postwar Army have brought requests from educators to have Army personnel appear in debates and discussion meetings before student assemblies.

When the school authorities learned of the Army's method of teaching foreign languages by phonograph, they suggested

that students in their French classes would benefit from hearing these records. In cooperation with the school study program, Army language records are played for student use in high schools, when they are not being used by the Military District I&E class.

Each week thirty students, selected by the high school authorities, attend the showing of certain nonrestricted documentary or orientation films at Military District installations. The film titles are selected jointly by the public relations officer and the school teachers. On occasion, the United States Army Band presents classical musical programs for high school students.

In return for the hospitality of the Army, community groups sponsor guided tours of newspaper plants, public utilities, commercial firms and institutions, for the military personnel in the District.

The program is generating an immense amount of good will between the armed forces and the civilian community. Its long-range effect is to demonstrate to the rising citizens of high school and grammar school age how the Army serves the Nation. Under such a program, national defense becomes more than a textbook abstraction.



Soldier guides bid farewell to visiting schoolboys after a tour of The Pentagon.

## INTRODUCTION TO THE WAR DEPARTMENT

*One of a series of articles  
describing the mission and  
functions of agencies of the  
War Department.*

# CONTROLLING MANPOWER

*By*

COLONEL HARRY F. HANSON

**T**HE task of controlling the use of military manpower is exceedingly complex.

In World War I, with armed forces of only about 5,000,000, the manpower barrel was well nigh inexhaustible. In World War II, however, the armed forces totalled 14,000,000, with 75,000,000 other Americans involved in war industries. An inexhaustible supply of manpower in World War I became a most critical item in World War II.

The Army began to feel the manpower pinch late in 1942. The emphasis was changing from "Get the job done, no matter what the cost," to "Use fewer people to do the job as well." It became apparent that the Nation's manpower pool would not support an Army of unlimited size. Industry and agriculture needed tremendous numbers of men for the war effort.

To make sure that there would be no waste of this vital commodity within the Army, General Marshall directed the appointment of the War Department Manpower Board. Using scientific methods, the Board was charged with making "a continuous survey of the employment of manpower, both military and civilian, under the jurisdiction of the War Department and within the continental United States." Existing activities were to be analyzed and recommendations made for the elimination or curtailment of those found to be of lesser or diminishing importance. The Board still operates under that directive.

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The Board's first step was to identify all the military activities and establishments and to separate operating personnel from non-operating personnel (inductees, personnel in training, patients in hospitals, and others). This was done by consolidating fragmentary information and reports then available in the War Department. This initial survey was the first comprehensive statement of the numbers of persons, military and civilian, engaged in operating the zone of interior. It showed that 3,000,000 persons (1,600,000 military and 1,400,000 civilian) were being used for this purpose. Today that figure is down to almost 20 per cent of the peak load (approximately 700,000 for 31 December 1946).

When the War Department Manpower Board was created, funds for personnel services were unlimited and the only limitation on the number of people was that they should be efficiently and economically employed.

In the postwar period, this situation naturally has changed. Congress has enacted laws which control the numbers of civilians that can be used and the money available for personnel services. To conform to these two factors, rigid controls must be employed, particularly in the case of civilian employees.

How are these controls exercised? The War Department Manpower Board instituted a system of quarterly estimates of personnel requirements, civilian and military. Each agency receiving a personnel allotment must submit a standard War Department Manpower Board Estimate Form (No. 116) sixty days prior to the period covered by the estimate. This form shows a breakdown of personnel by activity or function. For each activity or function, there is recorded the current strength, the current workload, and the agency's estimate of personnel requirements.

The Board studies these estimates and makes its own independent estimate of the personnel requirements for the agency. The justification of the submitting agency is thoroughly studied and analyzed. The ratios of personnel to the many types of workloads and workload trends, as developed by field surveys, are applied to the estimate. For example, if a representative number of field surveys covering general hospitals has been made and a total of 36,500 persons has been recommended to care for 50,000 patients, it is apparent that a ratio of 73 persons per 100 patients may be used in checking the quarterly estimates for general hospitals. The same pro-

cedure is applied to each activity within each agency, so as to determine its overall requirements.

Before the final figure is determined, each agency is invited to send a representative to the Board to consult with the staff sections concerned, to submit further justification to support its estimate, or to present any non-concurrence. Questions not resolved by the staff sections are presented to the President of the Board, who makes the final decision.

After all estimates of the twenty-three War Department agencies have been made (War Department Groups, the six Armies, the Military District of Washington, and the thirteen technical and administrative services), the total personnel requirement for operation of the zone of interior is computed.

Unfortunately, after the War Department Manpower Board has determined the overall requirements, the military and civilian personnel available (as determined by the Director of Organization and Training, War Department General Staff; and the Director of the Bureau of the Budget respectively), may not meet the overall requirements. If this is the case, as it generally is, the Board recommends to the Chief of Staff (through the Director of Organization and Training, WDGS, and the Director of Personnel and Administration, WDGS) how the available personnel will be distributed. This procedure is complex and necessitates a thorough and complete restudy of all agencies and their requirements, in order that an equitable distribution can be made. These studies, when completed, form the basis of the Board's recommended allotments of personnel. Upon approval by the Chief of Staff, they become the allotment of personnel authorized each agency for the performance of its mission during the allotment period. The allotments thus established are personnel ceilings which may not be exceeded on a given accounting date. They represent the agency's manpower resources for the accomplishment of its mission, from the effective accounting date of the allotment until the effective date of any subsequent allotment. Naturally, readjustments are necessary from time to time to meet changing missions and workloads. Changes in the original quarterly allotments are given the same thorough and careful analysis as the original estimate.

Actually, the Board and staff sections go into much more detail, but the procedure outlined above indicates in general how requirements, allotments, and the distribution of personnel for all activities of the zone of interior are determined.

To keep up to date, surveys are made continuously of selected types of installations and activities all over the zone of interior. By comparison and analysis of these surveys, a firm set of ratios and other factors has been established, upon which the various agencies and the War Department Manpower Board are pretty well agreed.

In arriving at the requirements of any agency, the Board accepts the functions set up by the agency involved. In formulating its estimate, it does not attempt to pass on the necessity for a function. As a separate procedure, the Board does point out to the Chief of Staff where savings in personnel could be made by consolidation or elimination of activities. Action on such recommendations is taken by the Chief of Staff after consideration of the pertinent factors.

Under laws enacted by Congress (Section 607 of Public Law 106, as amended by paragraph G, Section 609 of Public Law 390), the War Department submits to the Director of the Bureau of the Budget a report for each quarter of the year, showing the number of civilian employees required for the operation of the zone of interior and the territories and possessions. This report can be only an estimate, since it is submitted some time in advance of the effective date. The War Department Manpower Board is the agency that acts for the War Department in the preparation of the data required.

In all its operations, the War Department Manpower Board works in close cooperation with the General and Special Staff Divisions of the War Department, particularly with the Director of Organization and Training, the Director of Personnel and Administration, and the Budget Officer of the War Department.

The Board's first president was Major General Lorenzo D. Gasser, who was succeeded, after his retirement following VJ Day, by Major General Charles H. Bonesteel. The present President of the Board is Major General Leven C. Allen, former Chief of Staff of the 12th Army Group, commanded by General Omar Bradley.

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#### THE DIGEST AVAILABLE TO ALL

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# I&E NEWS LETTER

Prepared by the staff of the  
Information and Education  
Division, War Department  
Special Staff.

## INFORMATION

### New Army Talk Series For 1947

Two series of *Army Talk*, to be issued during 1947, contain topics of importance to all soldiers. The first series deals with the components, arms, and services of the Army; the second highlights the importance of the individual soldier.

### Recent Army Talks

The November 1946 issue of *THE DIGEST* listed titles of *Army Talk* published from 6 April to 5 October 1946. For those I&E officers who desire to keep their files complete and current, *Army Talks* published since 5 October 1946 are listed below:

- 143 The Case of Iran
- 144 Occupation and You
- 145 What Does the Soldier Get?
- 146 Is the Red Cross Part of the Army?
- 147 Why a Navy Day?
- 148 How Are We Controlling Atomic Power?
- 149 Small Town and Rural Governments
- 150 Thanksgiving Day: What Else Besides Turkey?
- 151 Displaced Persons
- 152 Our Reorganized Army
- 153 What Is Your Stake in the United States?
- 154 Our National Guard
- 155 Universal Military Training
- 156 The Inspector General's Department
- 157 A New World in the Atom
- 158 The Organized Reserve Corps and the Reserve Officers' Training Corps
- 159 The Army Air Forces—Organization
- 160 The Army Air Forces—The Air Transport Command
- 161 Washington and Lincoln—Why We Honor Them
- 162 The Judge Advocate General's Department
- 163 What Causes Snafu?
- 164 Army Day and Army Week

### **Occupation Topic in European Theater**

Under a new six-hour Troop Information Program scheduled throughout the European theater, all occupation soldiers will discuss the mission and objectives of the United States occupation of Germany. The program is designed particularly for troops newly arrived in the European theater while they are at replacement depots.

The functions of Military Government, re-education of German youth, Germany's self-government, the soldier's attitude toward displaced persons, and the soldier's behavior in public and in private life, are the main topics for discussion. Background material is furnished by a special feature issue of the European theater's *I&E Bulletin*.

### **Unit Publications Course in European Theater**

Sixteen students representing units throughout the European theater attended the first 1947 session of the unit publications course at Hoechst, Germany. The course comprises 38 hours of lectures, discussions, and practical work in writing and re-writing techniques, copy reading, proof-reading, headline computation and composition, preparation of news stories, and the editorial problems in issuing a unit news publication.

## **EDUCATION**

### **USAFI Conferences**

Information-education officers are encouraged to attend the weekly conferences at the United States Armed Forces Institute at Madison, Wisconsin. The conferences are designed to give I&E officers a working knowledge of USAFI which will enable them to meet the needs of their men in an advisory capacity. Information-education officers who can arrange to attend are invited to participate at the earliest opportunity. Request for attendance at the conferences may be initiated by the I&E officer's unit commander to the next higher echelon.

### **Accreditation Policy Background**

Information-education officers who desire more background information on accreditation policies may obtain a copy of "Relationship of the Education Officer in the Service to Civilian Educational Institutions in Regard to the Accreditation of

Service Experiences," on request to the Chief, Information and Education Division, War Department, Washington 25, D. C.

### Army Education Program Summarized

A compilation of information on the Army Education Program entitled, "The Army Education Program—What It Offers and How to Get It," drawn up in *Army Talk* style and suitable for use by discussion groups, has been prepared by the Education Branch of the Information and Education Division. Information-education officers in the field may obtain copies on request to the Chief, Information and Education Division, War Department, Washington 25, D. C. Two new fact sheets entitled "The Army Education Program" and "The United States Armed Forces Institute" are also available from the same source.

### AEP Activities in the Far East Command

The Far East Command is conducting 536 general education courses staffed with 540 instructors, and 104 on-the-job courses with 291 instructors. The 56 Army Education Centers operating in that area have a total of 13,243 individuals enrolled in 1377 classes, with a total class enrollment of 17,787. The ten most popular subjects, in order of preference, are: Typing, Psychology, Photography, Basic Japanese, English Grammar, College Algebra, High School Algebra, Bookkeeping, Piano, and Shorthand.

### Education Center Activities at Aberdeen Proving Ground

Thirty per cent of new students reporting to the Ordnance School, Aberdeen Proving Ground, Maryland, enroll in USAFI courses. During a six months' period, a total of 565 enrollments in USAFI courses was reported. Applications for General Education Development tests on a high school level were filed by 351 persons; of these, 245 applicants completed the tests successfully and have received high school diplomas.

The Army Education Center at Aberdeen provides a program of supervised study and tutoring. On four evenings a week, from 1830 to 2130, a qualified mathematics instructor assists personnel in USAFI mathematics courses, and supervises the administration of GED tests. Similar sessions in English are conducted twice weekly with an instructor in charge. Total attendance for the last six months of 1946 was 2308, or an average of 24 for each session.

## RADIO REVIEW

### New Titles in AFRS Original Programs

The *GI Ambassador* series release, "A Blue Dress for Bella," reveals the intolerance and discrimination which may arise between native Germans and displaced persons living in German towns. The program illustrates how a distressing situation may be alleviated when occupation soldiers do their work in an efficient and thoughtful manner. "Let Me Wear Freedom for My Shroud," the story of a Korean patriot, reveals something of the Koreans' love of freedom and their struggle for independence.

A new series, *Fellowship*, has been inaugurated to foster the theme of understanding among men. Four stories are in preparation. "The First Generation" tells of the heroism of a Nisei who was instrumental in relieving a difficult combat situation in the Italian campaign. "Affirmative Action" tells of Dr. Louis Slotin, a Canadian scientist working on the atom bomb project, who exposed his body to the deadly radioactivity to save seven of his fellow-workers. "The Golden Rule" is the story of "The American Mother of 1946," Mrs. Emma C. Clement, a Negro. The story of four chaplains, a Jew, a Catholic, and two Protestants, who gave up their life preservers to save others and went down with the ship, is dramatized under the title, "The Cross and the Star."

### Educational Radio Programs

The following programs in the Educational Series will be aired by AFRS stations overseas, and will be distributed to zone of interior Army, Navy, and veterans' hospitals.

#### *This Is The Story*

Launching the Republic (George Washington as First President)

Tourists to America (Foreign Reaction to American Customs)

Thomas Jefferson

*Science Magazine of the Air*

The Last Goal (Morale for Amputees)

Inside the Camera (The Invention of Photography)

Psychosomatic Medicine

Flying Laboratory (Safety Inventions for Flying)

## FILM REVIEW

## Recent Orientation Films

The following films in the Orientation Film series, released during 1946, do not appear in the current issue of FM 21-7.

*Teamwork*—OF 14 (Running time 20 minutes). The German plan to divide and conquer our Army by playing different nationalities and creeds against each other. How the American Army, working as a team on land, sea, and air, fought its way across France, Luxembourg, Belgium, and into Germany.

*Our Job in Japan*—OF 15 (Running time 16 minutes). The Japanese mind as trained by the warlords, and the proposals for rehabilitation to the ways of common sense and peace through suggestion and demonstration, rather than by force.

*The Pale Horseman*—OF 17 (Running time 20 minutes). Problems of health and disease which the war left in its wake. The constructive measures undertaken by the armies, governments, and the UN through UNRRA.

*Overseas Mission*—OF 18 (Running time 9 minutes). The duties facing the armies of occupation in safeguarding the security of the United States and the peace of the world.

*Occupation Soldier*—OF 22 (Running time 10 minutes). The job of the occupation soldier in Germany, with emphasis on a "be firm, but fair" policy toward the Germans.

*Report on Japan*—OF 23 (Running time 20 minutes). The American program for fostering Japanese participation in democratic government procedures, and the related problems of establishing freedom of speech, press, and radio, unchaining the theaters, and writing new text books.

*A Defeated People*—OF 28 (Running time 20 minutes). The government of the British zone in Germany as an expression of the British desire to direct German life into favorable social and political channels.

## LEGISLATION AND THE NEW ARMY

A War Department statement of the legislative proposals for the national security (five articles), was published in the February number of THE DIGEST. Reprints may be obtained on request to the Editor, ARMY INFORMATION DIGEST, Carlisle Barracks, Pa.